



**Education Cabinet**  
**Perkins Performance Indicators**  
**Alignment With**  
**Technical Education Program Assessment**



<b>Perkins Secondary Performance Indicators</b>	<b>Program Assessment Standards</b>
<b>1S1. Academic Attainment – Writing/English Assessment</b>	<u>3. Lesson Plans</u> C. Lesson plans document the teaching of core content (math, science, writing, reading, and/or employability) <u>4. Evaluation of the Program</u> C. CATS scores gathered for at least the past two years <u>5. CATS and KOSS</u> A. Portfolio Writing B. Open response questions are included in instruction D. Instruction includes integration of academic and technical skills. <u>7. Postsecondary Links</u> D. Student college transcripts showing dual credit for secondary courses
<u>1S2. Technical Attainment (Skill Proficiencies)</u>	<u>2. Certificates</u> A. Course sequences indicate completion points B. Master Schedule indicates courses are being taught to allow students to complete a certificate E. Students are receiving completion certificates <u>9. Follow-Up</u> B. Documentation indicates the number of students completing a technical program and high school
<u>2S1. High School Graduation</u>	<u>9. Follow-Up</u> B. Documentation indicates the number of students completing a technical program and high school
<u>2S2. State Skill Standards Assessment</u>	<u>4. Evaluation of Program</u> B. Skill Standards reports for at least the past two years <u>5. CATS and KOSS</u> A. Portfolio Writing B. Open response questions included in instruction C. Skill Standards scores indicate improvement

<b>Perkins Secondary Performance Indicators</b>	<b>Program Assessment Standards</b>
<u>3S1. Placement</u>	<u>7. Postsecondary Links</u> <ul style="list-style-type: none"> <li>A. Postsecondary component is included in course sequences</li> <li>B. School-wise dual credit agreements in place</li> <li>C. Program dual credit agreements in place</li> <li>D. College transcripts showing college credit for secondary dual credit courses</li> </ul> <u>8. Career Planning</u> <ul style="list-style-type: none"> <li>A. Student progression is documented</li> <li>B. Students provided course sequences</li> <li>C. Student progression shared with high school counselors</li> <li>D. Activities in place to promote enrollment and career planning</li> <li>E. Copy of individual graduation plan</li> </ul> <u>9. Follow-Up</u> <ul style="list-style-type: none"> <li>D. Placement data indicates a need for the program</li> </ul>
<u>4S1. Participation in Nontraditional Programs</u>	<u>9. Follow-Up</u> <ul style="list-style-type: none"> <li>E. Data indicates enrollment of nontraditional students</li> </ul>
<u>4S2. Program Completion in Nontraditional Programs</u>	<u>9. Follow-Up</u> <ul style="list-style-type: none"> <li>F. Data indicates completion rate of nontraditional students</li> </ul>

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